

EDUCATION AND CITIZENSHIP IN INDIA

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Education and citizenship in India by Leonard Alston

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EDUCATION AND CITIZENSHIP IN INDIA

BY

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TO
MY FELLOW STUDENTS
AT
FITZWILLIAM HALL

PREFACE

THIS study of our Indian educational policy in its relations to Indian social and religious conditions, and of its effects in the sphere of political activities, owes its appearance in its present shape to the wording of the thesis propounded for the Maitland Prize (Cambridge, 1909). The adjudicators asked for dissertations on "the teaching of experience in India on the question how far secular education can foster a sense of duty." The question thus propounded can hardly be said to have received an answer in this volume; but the fact that it was asked in the above form will account to some extent for the attention devoted to certain controversial topics which might otherwise have been treated more cursorily.

For the space of sixteen months I was myself a cog in a wheel of the Indian educational machine—a rather mutinous cog in a very blundering machine—and cannot therefore be charged with handling matters of which I have no first-hand knowledge, or in which I have felt no more than a remote academic interest. The general plan of the essay has, however, taken me in places some-

what further afield; and in those chapters where I discuss questions lying outside my special province I trust that it will not be counted against me that I have retired as far as possible behind the scenes in order to quote freely from others. I have endeavoured at every stage to indicate (wherever they have attracted my notice) the existence of views different from my own, even when I find such views very unconvincing; and thus it is that certain portions of the essay must appear as little more than a closely woven tapestry of quotations culled from all those who seem able to speak from first-hand information.

As regards sources: besides the various Governmental publications dealing with the subject—Statistical Abstracts, Quinquennial Reviews of Education, Moral and Material Progress of India, Reports of University Commissions, etc.—I have used the histories of Indian education by Sir R. Lethbridge, Mr. F. W. Thomas, Dr. S. Sathianadan (for Madras), and Dr. W. I. Chamberlain. With these may be put the speeches of Lord Curzon, edited by Sir T. Raleigh. Most books about India, whether by missionaries, by political theorists, by ex-administrators, or by sightseers, touch incidentally on the subject of the essay; and I have endeavoured to read the relevant parts of all publications of this kind that have come under my notice. In addition I have read a con-

siderable amount of Indian National Congress literature and a number of political pamphlets written by Indians. Perhaps my chief indebtedness, however, has been to periodical literature—a fact evidenced by the quotations throughout the volume.

Wherever possible I have indicated the sources of my information, as well as the writers' special qualifications to deal with Indian topics.

My personal thanks are due to Mr. H. J. Wolstenholme for a number of valuable suggestions.

LEONARD ALSTON

FITZWILLIAM HALL,
CAMBRIDGE,
March 1910.